



BOARD OF STUDIES
NEW SOUTH WALES

2011 HSC Modern Greek Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

| Criteria | Marks |
|--|--------------|
| • Identifies Sotiris' concerns with detail | 2 |
| • Identifies some relevant information | 1 |

Question 2

| Criteria | Marks |
|---|--------------|
| • Completes the table with all relevant information | 3 |
| • Correctly identifies two predictions | 2 |
| • Identifies one prediction | 1 |

Question 3

| Criteria | Marks |
|--|--------------|
| • Demonstrates a thorough understanding of why Dimitris changes his attitude towards the offer | 3 |
| • Demonstrates a good understanding of why Dimitris changes his attitude towards the offer | 2 |
| • Identifies some relevant information | 1 |

Question 4

| Criteria | Marks |
|---|--------------|
| • Demonstrates a thorough understanding of how the item is promoted | 4 |
| • Demonstrates a good understanding of how the item is promoted | 2–3 |
| • Identifies some relevant information | 1 |

Question 5

| Criteria | Marks |
|--|--------------|
| • Demonstrates a thorough understanding of what we learn about Spiros and Aphroditis | 4 |
| • Demonstrates a good understanding of what we learn about Spiros and Aphroditis | 3 |
| • Demonstrates some understanding of what we learn about Spiros and Aphroditis | 2 |
| • Provides some relevant information | 1 |

Question 6

| Criteria | Marks |
|---|--------------|
| • Demonstrates a thorough understanding of what is revealed about surveys through this discussion | 4 |
| • Demonstrates a good understanding of what is revealed about surveys through this discussion | 3 |
| • Demonstrates some understanding of what is revealed about surveys | 2 |
| • Identifies some relevant information | 1 |

Question 7

| Criteria | Marks |
|---|--------------|
| • Demonstrates a perceptive understanding of how the speaker engages the audience | 5 |
| • Demonstrates a good understanding of how the speaker engages the audience | 4 |
| • Demonstrates sound understanding of how the speaker engages the audience | 2–3 |
| • Demonstrates some understanding of how the speaker engages the audience | 1 |

Section II — Reading and Responding

Part A

Question 8 (a)

| Criteria | Marks |
|---|-------|
| • Identifies where this scene is taking place | 1 |

Question 8 (b)

| Criteria | Marks |
|---|-------|
| • Correctly identifies why the daughter has asked to see the mother | 1 |

Question 8 (c)

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of how they met | 2 |
| • Demonstrates some understanding of how they met | 1 |

Question 8 (d)

| Criteria | Marks |
|--|-------|
| • Demonstrates a good understanding of Robert's character | 3 |
| • Demonstrates a sound understanding of Robert's character | 2 |
| • Identifies some relevant information | 1 |

Question 8 (e)

| Criteria | Marks |
|---|-------|
| • Demonstrates a thorough understanding of the mother | 4 |
| • Demonstrates a good understanding of the mother | 3 |
| • Demonstrates some understanding of the mother | 2 |
| • Identifies some relevant information | 1 |

Question 9 (a) (i)

| Criteria | Marks |
|---|-------|
| • Demonstrates a good understanding of the phrase | 2 |
| • Demonstrates some understanding of the phrase | 1 |

Question 9 (a) (ii)

| Criteria | Marks |
|---|--------------|
| • Demonstrates a good understanding of the phrase | 2 |
| • Demonstrates some understanding of the phrase | 1 |

Question 9 (b)

| Criteria | Marks |
|---|--------------|
| • Provides a thorough summary of the history of the development of communication as outlined in the article | 4 |
| • Provides a good summary of the history of the development of communication as outlined in the article | 3 |
| • Provides a basic summary of the history of the development of communication as outlined in the article | 2 |
| • Provides some relevant information | 1 |

Question 9 (c)

| Criteria | Marks |
|--|--------------|
| • Demonstrates a perceptive understanding of how the author conveys his purpose, with examples | 6 |
| • Demonstrates a thorough understanding of how the author conveys his purpose, with examples | 5 |
| • Demonstrates a good understanding of how the author conveys his purpose, with examples | 3–4 |
| • Demonstrates a basic understanding of how the author conveys his purpose | 2 |
| • Identifies some relevant information | 1 |

Section II — Reading and Responding

Part B

Question 10

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Demonstrates an excellent understanding of the whole text• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task | 13–15 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of the text• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task | 10–12 |
| <ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Attempts to structure relevant information and ideas | 7–9 |
| <ul style="list-style-type: none">• Responds to some of the questions, statements, comments and/or specific information in the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited ability to link information and ideas or to structure text | 4–6 |
| <ul style="list-style-type: none">• Responds to isolated elements in the text• Uses single words or set formulae to express information | 1–3 |

Section III — Writing in Modern Greek

Question 11

| Criteria | Marks |
|---|-------|
| <ul style="list-style-type: none"> Writes effectively and appropriately in relation to the audience, purpose and context of the task Manipulates vocabulary, language structures and features authentically and creatively relevant to the task | 5 |
| <ul style="list-style-type: none"> Writes with a good understanding of the audience, purpose and context of the task Demonstrates a good understanding of vocabulary, language structures and features relevant to the task | 4 |
| <ul style="list-style-type: none"> Writes with some awareness of the audience, purpose and context of the task Demonstrates some understanding of vocabulary, language structures and features relevant to the task | 2–3 |
| <ul style="list-style-type: none"> Produces some comprehensible language relevant to the task | 1 |

Question 12

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> Writes effectively and appropriately for the audience, purpose and context of the task Manipulates language structures authentically and creatively relevant to the task Sequences and structures ideas and information coherently and effectively | 10 |
| <ul style="list-style-type: none"> Writes with a good understanding of the audience, purpose and context of the task Demonstrates an excellent understanding of language structures relevant to the task Sequences and structures ideas and information effectively | 8–9 |
| <ul style="list-style-type: none"> Writes with an understanding of the audience, purpose and context of the task Demonstrates a good understanding of language structures relevant to the task Organises some information and ideas | 6–7 |
| <ul style="list-style-type: none"> Presents some information, opinions or ideas relevant to the task Demonstrates a rudimentary understanding of vocabulary and sentence structures Attempts to organise information and ideas | 4–5 |
| <ul style="list-style-type: none"> Attempts to address the requirements of the task Uses single words, set formulae and unrelated sentences to express information | 2–3 |
| <ul style="list-style-type: none"> Produces some comprehensible language relevant to the task | 1 |

Modern Greek Continuers

2011 HSC Examination Mapping Grid

Oral Examination

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--|------------------------|
| | 20 | Conversation – covering student’s personal world | H1.1, H1.2, H1.3, H1.4 |

Written Examination

Section I — Listening and Responding

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--------------------------------------|-------------------|
| 1 | 2 | The school experience – conversation | H3.1 |
| 2 | 3 | Lifestyles – conversation | H3.1, H3.2 |
| 3 | 3 | Youth issues – conversation | H3.1, H3.4 |
| 4 | 4 | Lifestyles – advertisement | H3.3, H3.5 |
| 5 | 4 | Youth issues – conversation | H3.4, H3.5 |
| 6 | 4 | Youth issues – conversation | H3.4, H3.5 |
| 7 | 5 | People and events – speech | H3.3, H3.6 |

Section II — Reading and Responding

Part A

| Question | Marks | Content | Syllabus outcomes |
|------------|-------|-----------------------------------|-------------------|
| 8 (a) | 1 | Relationships – scene from a play | H3.1 |
| 8 (b) | 1 | Relationships – scene from a play | H3.1 |
| 8 (c) | 2 | Relationships – scene from a play | H3.1 |
| 8 (d) | 3 | Relationships – scene from a play | H3.5 |
| 8 (e) | 4 | Relationships – scene from a play | H3.6 |
| 9 (a) (i) | 2 | Lifestyles – short story | H3.1 |
| 9 (a) (ii) | 2 | Lifestyles – short story | H3.1 |
| 9 (b) | 4 | Lifestyles – short story | H3.2 |
| 9 (c) | 6 | Lifestyles – short story | H3.5, H3.6 |

Section II — Reading and Responding

Part B

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|--------------------------|-------------------|
| 10 | 15 | Lifestyles – email/email | H3.4 |

Section III — Writing in Modern Greek

| Question | Marks | Content | Syllabus outcomes |
|----------|-------|-------------------------------------|-------------------|
| 11 | 5 | Relationships – message | H2.1, H2.2, H2.3 |
| 12 (a) | 10 | The school experience – diary entry | H2.1, H2.2, H2.3 |
| 12 (b) | 10 | World of work – diary entry | H2.1, H2.2, H2.3 |